

R E P O R T R E S U M E S

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INSTRUMENT FOR EVALUATING A DEPARTMENT OF VOCATIONAL AGRICULTURE.

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

PUB DATE

65

EDRS PRICE MF-\$0.25 HC-\$0.56 12P.

DESCRIPTORS- \*VOCATIONAL AGRICULTURE, \*PROGRAM EVALUATION, PROGRAM PLANNING, TEACHING PROGRAMS, SUPERVISED FARM PRACTICE, YOUTH CLUBS, PHYSICAL FACILITIES, PUBLIC RELATIONS, TEACHER ADMINISTRATOR RELATIONSHIP, WORK EXPERIENCE, \*EVALUATION CRITERIA,

AN EVALUATION TEAM MAY USE THIS INSTRUMENT IN IDENTIFYING STRENGTHS AND WEAKNESSES IN A DEPARTMENT OF VOCATIONAL AGRICULTURE. INSTRUCTIONS ON PREPARING FOR THE EVALUATION, INVITING PARTICIPANTS, AND DISTRIBUTING SUMMARIES ARE INCLUDED. SECTIONS ARE INCLUDED FOR DIFFERENT ASPECTS OF THE PROGRAM--(1) MAINTAINING RELATIONSHIPS WITH THE SCHOOL PERSONNEL, (2) PLANNING AND DEVELOPING A VOCATIONAL AGRICULTURE PROGRAM, (3) ORGANIZING FOR TEACHING, (4) DEVELOPING SUPERVISED FARMING PROGRAMS AND OCCUPATIONAL EXPERIENCES, (5) ADVISING THE FUTURE FARMERS OF AMERICA PROGRAM, (6) PROVIDING AGRICULTURAL MECHANICS TRAINING, (7) SUPERVISING THE YOUNG-ADULT PROGRAM, (8) ADMINISTERING PHYSICAL FACILITIES OF THE DEPARTMENT, AND (9) PROMOTING PUBLIC RELATIONS IN VOCATIONAL AGRICULTURE. SPACE FOR SUMMARIZING THE APPRAISAL IS PROVIDED. EACH SECTION INCLUDES A GUIDING PRINCIPLE AND SPACE FOR RECORDING SPECIFIC FACTS AND FIGURES, SELECTED TRENDS, AND RESULTS, AND RECOMMENDATIONS OR COMMENDATIONS. (JM)

ED018571

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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/ INSTRUMENT FOR EVALUATING

A DEPARTMENT OF  
VOCATIONAL AGRICULTURE

School \_\_\_\_\_

Teacher/s \_\_\_\_\_

County \_\_\_\_\_

Area \_\_\_\_\_

Date \_\_\_\_\_

This instrument was developed by the Agricultural Education Section of the  
Department of Public Instruction, Harrisburg, in cooperation with the Agri-  
cultural Education Department at The Pennsylvania State University, in 1960  
and revised in 1965.

V701391

## INSTRUCTIONS

Continuous evaluation is necessary for good teaching. This instrument was designed for the purpose of making a rather comprehensive evaluation of a department of vocational agriculture in which strengths and weaknesses of the program might be identified. This evaluation shall be made every five years. It is recognized that perhaps the greatest good coming from an evaluation of this type is the preparation made by the teacher prior to the evaluation.

### Suggestions for Preparing for the Evaluation

The local teacher in cooperation with the area supervisor should obtain permission of the chief school administrator for making the evaluation. A date should be selected for the evaluation which would not interfere with normal school operations.

### Persons Who Should be Invited to Participate in the Evaluation Include:

1. Area Supervisor of Agricultural Education, Chairman
2. County or District Superintendent of Schools
3. An "outside" Area Supervisor of Agricultural Education
4. Teacher Trainer in Agricultural Education from The Pennsylvania State University
5. A Local School Administrator
6. A Local School Board Member (farmers if possible)

The local teacher should be provided a copy of the evaluation instrument in advance in order that he have recorded and/or on hand by the time of the evaluation all information requested in the instrument. Interviews with FFA members, young farmers, and school officials should be arranged by the local teacher as needed in order to supply facts and information to the committee.

Each member of the evaluation committee shall be furnished a copy of the evaluation instrument, and make notes on his copy as the evaluation progresses. A summary copy of the instrument shall be prepared which would be the composite thinking of the entire committee.

Copies of this summary copy should be sent to:

1. Local School Administrators for the School Board
2. County or District Superintendent
3. Area Supervisor of Agricultural Education
4. Agricultural Education Department, The Pennsylvania State University
5. A copy of this summary must be filed with the Agricultural Education Section, Department of Public Instruction, Harrisburg.

# I. MAINTAINING RELATIONSHIPS WITH THE SCHOOL PERSONNEL

**Guiding Principle:** Teachers of vocational agriculture should cooperate in planning the local school program and share responsibility with other school personnel in putting the plans into effect in order to offer maximum educational opportunities for the community.

## 1. Some Facts and Figures

Written reports of departmental activities presented to local school authorities.

<u>Reports</u>	<u>Principal and/or Supt.</u>	<u>Board of Education</u>	<u>Area Advisor</u>	<u>On Time</u>
Preliminary Project				
Project Summary				
Monthly and Annual Activities				
Monthly Expenses				
FFA Program of Work				
Monthly and Annual Young-Adult Farmer				
Annual FFA Activities				
Status of Former Students				

Faculty Committees of which the teacher is a member are \_\_\_\_\_

General School duties regularly assumed by the vo-ag teacher are \_\_\_\_\_

	<u>2 yrs. ago</u>	<u>Last Year</u>	<u>This Year</u>
2. <u>Selected Trends</u>	19__	19__	19__
Per cent of local faculty meetings attended	_____	_____	_____
No. of times Vo-Ag Program was presented to faculty	_____	_____	_____
No. of cooperative projects completed with other departments in the school	_____	_____	_____
No. of school improvement activities conducted, such as Turf Management	_____	_____	_____

## 3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- . . . . . 1. The ag. teacher actively participates in the total school program.
- . . . . . 2. Other school personnel understand the complete vo-ag program.
- . . . . . 3. Vo-ag is an integral part of the total school program.
- . . . . . 4. Mutual cooperation exists between the vo-ag teacher and school personnel in promoting the welfare of the school.

<div style="border: 1px solid black; padding: 2px;"> <div style="display: flex; justify-content: space-between; border-bottom: 1px solid black;"> <span>5 4 3 2 1</span> <span>To what extent does the vo-ag teacher cooperate in planning the local program of the school, and share responsibility in putting it into effect?</span> </div> <div style="height: 40px; border-top: 1px solid black;"></div> </div>	Recommendations and/or Commendations
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## II. PLANNING AND DEVELOPING A VOCATIONAL AGRICULTURE PROGRAM

**Guiding Principle:** The program should be planned with school and community representatives. Problems and needs should be considered in terms of accepted objectives. Progress toward long and short time objectives should be continuously evaluated.

### 1. Some Facts and Figures

Is a written course of study used as a guide in the program? \_\_\_\_\_  
 Has factual information been compiled on the educational and agricultural situation in the community? Yes \_\_\_ or No \_\_\_ Explain \_\_\_\_\_  
 Has the program been systematically evaluated? \_\_\_\_\_  
 Explain \_\_\_\_\_  
 Have school and community representatives assisted in planning and evaluating the departmental program? \_\_\_\_\_ Explain \_\_\_\_\_  
 Is instruction in off-farm agricultural occupations part of the vo-ag curriculum? Yes \_\_\_ or No \_\_\_ Explain \_\_\_\_\_

### 2. Selected Trends

A complete program of agricultural education is offered:

	2 yrs. ago	Last Year	This Year
	19__	19__	19__
No. of non vo-ag students given personal or vocational guidance (Jr. Ag. Program)	_____	_____	_____
All-day Enrollment	_____	_____	_____
Young-Adult Farmer Enrollment	_____	_____	_____
Hours spent in professional improvement meetings	_____	_____	_____
Days spent in noncredit in-service workshops	_____	_____	_____
Hours of graduate credit earned	_____	_____	_____

### 3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- ..... 1. The department offers a complete vo-ag program.  
 ..... 2. School and community representatives are helping in evaluating and developing the vo-ag program.  
 ..... 3. The teacher shows professional growth.

5 4 3 2 1	To what extent does the vo-ag program include planning and continuous evaluation with the school and community representatives, with emphasis on planning for needs in terms of long and short term objectives?
Recommendations and/or Commendations	

### III. ORGANIZING FOR TEACHING

**Guiding Principle:** Classroom teaching should bring about thinking and understanding on the part of students, should help develop abilities necessary to farming and agricultural occupations, and should involve individual and group planning and evaluation.

#### 1. Some Facts and Figures

The schedule is so arranged to permit ag. students to take courses that are required for college entrance.

When were the department files last revised? \_\_\_\_\_

Number of times teacher grades notebooks per class per year \_\_\_\_\_

Number of field trips taken per class per year \_\_\_\_\_

Number of times organized local project or demonstration data were presented per class per year \_\_\_\_\_

Average number of different teaching aids used per class per day \_\_\_\_\_

Percent of teaching directly related to student farming programs and agriculture occupational needs and opportunities \_\_\_\_\_

Adequate comprehensive permanent records are kept for present and former students \_\_\_\_\_

List methods of teaching commonly used \_\_\_\_\_

Is a recent course of study on file with the area supervisor? \_\_\_\_\_

#### 2. Selected Trends

	2 yrs. ago 19__	Last Year 19__	This Year 19__
Hours of time spent per week in planning for teaching	_____	_____	_____
Are lessons taught with a unit and/or lesson plan?	_____	_____	_____
Number of new reference books placed in the department library	_____	_____	_____
Number of agricultural periodicals received by the department monthly -- list how they are used	_____	_____	_____
Number of comprehensive (other than quizzes) paper and pencil tests administered	_____	_____	_____
Number of students enrolled in college	_____	_____	_____

#### 3. Results

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- . . . . . 1. A variety of teaching aids is being used.
- . . . . . 2. Lessons are being planned adequately.
- . . . . . 3. Supplementary aids are available and orderly.
- . . . . . 4. College bound ag. students have the opportunity to take courses required for college entrance.

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Recommendations and/or Commendations	

#### IV. DEVELOPING SUPERVISED FARMING PROGRAMS AND/OR OCCUPATIONAL EXPERIENCES

**Guiding Principle:** The Supervised Farming Program and/or Occupational Experiences provide the individual student with useful farm or occupational experiences as well as a small part of capital needed for establishment in farming or an agricultural vocation.

##### 1. Some Facts and Figures:

	<u>This Year</u>
Number of students with written farming program plans	_____
Number of students in a supervised occupational experience	_____
Number of students with a parent and son agreement	_____
Average labor income per student per year from farming program	_____
Average income per student per year from occupational experiences	_____

##### 2. Selected Trends:

	<u>2 yrs. ago</u>	<u>Last Year</u>	<u>This Year</u>
	19__	19__	19__
Number of farm visits per high school student per year	_____	_____	_____
Number of occupational experience visits per student per year	_____	_____	_____
Average number of productive projects per student per year meeting state minimum standards	_____	_____	_____
Average number of hours students spend in on-the-job training	_____	_____	_____
Number of graduates who enter the business of farming yearly	_____	_____	_____
Number of graduates who enter agricultural occupations other than farming	_____	_____	_____

##### 3. Results:

Use local interviews, observations, and discussions as a basis of your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- ..... 1. The supervised farming and/or occupational experience programs of the department provide a basis for teaching the skills and abilities in agriculture basic to the area.
- ..... 2. Supervised farming programs and/or occupational experiences are resulting in improvement of the student's establishment or employment in agriculture.
- ..... 3. Supervised farming programs and/or occupational experiences are profitable enough to materially aid pupils in starting in an agricultural vocation.
- ..... 4. Supervised farming programs and/or occupational experiences provide pupil's experience in managing agricultural businesses.

5 4 3 2 1

To what extent does the supervised farming program and/or occupational experience provide the student with desirable experiences and lead toward establishment in agricultural occupations.

Recommendations and/or Commendations:

V. ADVISING THE FFA PROGRAM

**Guiding Principles:** The FFA chapter program should provide all members with those experiences necessary to develop effective rural citizenship.

1. Some Facts and Figures:

This  
Year

Date program of work was distributed to members \_\_\_\_\_  
 Percent of stated goals completed in last annual program of work \_\_\_\_\_  
 Number of social, recreational, or civic meetings held or attended  
     in addition to regular chapter meetings \_\_\_\_\_  
 Number of boys who receive the National Future Farmer Magazine \_\_\_\_\_  
 Number of summer meetings -- June through August \_\_\_\_\_  
 Number of different group exhibits and demonstrations at fairs, shows,  
     etc. \_\_\_\_\_  
 Total chapter budget approved \_\_\_\_\_  
 Number of newspaper items and TV and radio programs used in publicizing  
     FFA \_\_\_\_\_  
 Percent of vo-ag students enrolled in FFA \_\_\_\_\_  
 Number of American farmers \_\_\_\_\_

2. Selected Trends:

2 yrs. ago 19__	Last Year 19__	This Year 19__
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Total Chapter membership	_____	_____	_____
Number of regular meetings held	_____	_____	_____
Average percent of attendance at meetings	_____%	_____%	_____%
Number of students serving on more than one committee	_____	_____	_____
Number of members participating in FFA activities beyond the chapter level	_____	_____	_____
Chapter rating in State (National FFA foundation form) Standard, Superior, or National	_____	_____	_____
Number of (Local) awards given for proficiency in rural leadership	_____	_____	_____
Number of members applying for the State Farmer Degree	_____	_____	_____

3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- ..... 1. The Chapter meetings are interesting to members.  
 ..... 2. The students assume responsibility for chapter operation.  
 ..... 3. The chapter program is adapted to the leadership needs of the  
           members.

5 4 3 2 1

The FFA Chapter program provides all members with those experiences necessary for effective rural citizenship.

Recommendations and/or Commendations:



## VI. PROVIDING AGRICULTURAL MECHANICS TRAINING

**Guiding Principles:** Agricultural mechanics instruction should develop appropriate skills and abilities, be related to student occupational needs, and should result in improvement of agricultural operations and employment.

### 1. Some Facts and Figures:

This  
Year

A written comprehensive course of study is followed \_\_\_\_\_  
 Percent of time agricultural mechanics instruction was offered last year \_\_\_\_\_  
 An adequate record of completed shop jobs is kept \_\_\_\_\_  
 Percentage of agricultural mechanics time spent in group instruction \_\_\_\_\_  
 Individual instruction \_\_\_\_\_  
 Evidence of instruction in safety is on file \_\_\_\_\_  
 Number of students who completed improvement projects in the school shop  
 for use on the farm or other agricultural businesses \_\_\_\_\_  
 Number of evaluative procedures used in teaching agricultural mechanics  
 Student self evaluation \_\_\_\_\_ Performance testing \_\_\_\_\_  
 Written tests \_\_\_\_\_ Other \_\_\_\_\_ TOTAL \_\_\_\_\_

### 2. Selected Trends:

2 yrs. Last This  
ago Year Year  
19\_\_ 19\_\_ 19\_\_

Number of students who repaired or overhauled agricultural machinery or equipment \_\_\_\_\_  
 Number of students who own agricultural machinery and/or equipment \_\_\_\_\_  
 Number meetings of young-adult classes held in shop \_\_\_\_\_  
 Number of students establishing or making major improvements in home farm shop and/or agricultural businesses \_\_\_\_\_  
 Number of class periods spent by agricultural mechanics classes in field work on farms and/or ag. businesses \_\_\_\_\_  
 Number of former students who have been placed in ag. mechanics businesses \_\_\_\_\_

### 3. Results:

Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- ..... 1. School ag. mech. equipment shows evidence of proper maintenance.  
 ..... 2. Good housekeeping is in evidence throughout the ag. mech. shop.  
 ..... 3. The shop projects completed show quality in workmanship.  
 ..... 4. Student ownership of ag. machinery and equip. increased progressively as ag. programs increase in size and scope.  
 ..... 5. Interests and appreciations gained through agricultural mechanics instructions are resulting in establishment of home farm shops.  
 ..... 6. The agricultural mechanics program results in students securing employment in agricultural mechanics businesses.

5 4 3 2 1

To what extent is agricultural mechanics instruction related to student, home, and community needs and resulting in improvement in farming and employment in agricultural mechanics businesses.

Recommendations and/or Commendations:

## VII. SUPERVISING THE YOUNG-ADULT PROGRAM

Guiding Principle: The Young-Adult Farmer Program should serve the community through increasing their proficiency in agriculture as well as in leadership, civic, and social responsibility.

### 1. Some Facts and Figures:

This  
Year

A planned course of study was followed \_\_\_\_\_  
 Number of improved practices per farmer resulting from instruction \_\_\_\_\_  
 Number of special, social, recreational, or civic meetings \_\_\_\_\_  
 Number of summer meetings April-October inclusive \_\_\_\_\_  
 Number of group field trips and on-farm demonstrations \_\_\_\_\_  
 Number of meetings of planning committees \_\_\_\_\_  
 Number of sessions in which resource persons were used \_\_\_\_\_  
 Number of years of affiliation with Pennsylvania Young Farmers \_\_\_\_\_  
 Association \_\_\_\_\_  
 Number of newspaper items in publicizing the programs \_\_\_\_\_  
 List number of specialized agricultural classes with specific \_\_\_\_\_  
 occupational objectives \_\_\_\_\_

### 2. Selected Trends:

2 yrs. ago 19__	Last Year 19__	This Year 19__
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Number of instructional meetings held	_____	_____	_____
Average attendance at instructional meetings	_____	_____	_____
Total enrollment	_____	_____	_____
Number of instructional visits per farmer per year	_____	_____	_____
Number of instructional visits made to prospective members per year	_____	_____	_____
Number of members affiliated with the PYFA	_____	_____	_____

### 3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- ..... 1. The meetings are regularly held and varied.  
 ..... 2. The members are making desirable changes in their farming operations as a result of the course.  
 ..... 3. The members are developing further competency in social, recreational, civic, and leadership responsibilities.

5 4 3 2 1

To what extent does the young-adult program serve the community through increasing its proficiency in agriculture as well as in civic, and social responsibilities.

Recommendations and/or Commendations:

# VIII. ADMINISTERING PHYSICAL FACILITIES OF THE DEPARTMENT

**Guiding Principle:** Each teacher of agriculture should plan, organize, and use to best advantage, those facilities which the community can provide effectively and adapt them to the needs of the learners.

## 1. Some Facts and Figures:

Inventories of department facilities are available and up to date (check)  
 Reference Book List \_\_\_\_\_ Laboratory Supply List \_\_\_\_\_ Unloading Ramp \_\_\_\_\_  
 Farm Mechanics List \_\_\_\_\_ Teaching Aids \_\_\_\_\_ Hot Beds \_\_\_\_\_  
 Telephone \_\_\_\_\_ Outside Fence in \_\_\_\_\_  
 Use of filing system (check) Storage & Work Area \_\_\_\_\_  
 Department Records \_\_\_\_\_ Reference Books \_\_\_\_\_ Greenhouse \_\_\_\_\_  
 Bulletin Library \_\_\_\_\_ Teaching Aids \_\_\_\_\_ Experimental Plots \_\_\_\_\_  
 Follow-up records of each student (all day and adults) are used \_\_\_\_\_  
 Requisitions for books, bulletins, supplies, tools and equipment are prepared and presented each year \_\_\_\_\_  
 Average annual expenditure for department library \$ \_\_\_\_\_ shop equip. \$ \_\_\_\_\_  
 bulletins \$ \_\_\_\_\_ lab. equip. and supplies \$ \_\_\_\_\_ misc. fund \$ \_\_\_\_\_  
 A list of needed major improvements in physical facilities has been prepared  
 Date of preparation \_\_\_\_\_  
 Audio visual equipment is available for classroom use (check)  
 Motion picture projector \_\_\_\_\_ Chart making equipment \_\_\_\_\_  
 Slide and filmstrip projector \_\_\_\_\_ Flannel boards \_\_\_\_\_  
 Opaque projector \_\_\_\_\_ Tape recorder \_\_\_\_\_  
 Room darkening equipment \_\_\_\_\_ Overhead projector \_\_\_\_\_

Field trips and other vo-ag activities off the school property were approved in advance by the school board through the school administrator.

Is adequate insurance available on student, teacher, and equipment? \_\_\_\_\_

Is adequate transportation provided for field trips? \_\_\_\_\_

Is agricultural mechanics shop used to store school equipment? \_\_\_\_\_

## 2. Selected Trends:

Major improvements made in school facilities during the preceding year:

Major improvements made in classroom facilities during the last year:

## 3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- ..... 1. A desirable learning environment has been provided in the classroom and shop.  
 ..... 2. Those who used the vocational agriculture facilities help in maintaining and improving them.  
 ..... 3. Facilities for teaching have been wisely selected, properly maintained, and are conveniently stored.

5	4	3	2	1	Physical facilities for teaching vocational agriculture are adapted to the needs of the learners and they are planned, organized, and used to best advantage by the teacher and student.
Recommendations and/or Commendations					

# IV. PROMOTING PUBLIC RELATIONS IN VOCATIONAL AGRICULTURE

**Guiding Principle:** A correlated, continuous and well-organized effort is made to develop understanding and favorable attitudes toward the program of vocational agriculture on the part of the school and community.

## 1. Some Facts and Figures:

Number of different publications which carried news articles of department activities \_\_\_\_\_

Number of articles concerning various areas of the program:

Agricultural mechanics \_\_\_\_\_ Supervised occupational experiences \_\_\_\_\_

Classroom teaching \_\_\_\_\_ Farming programs \_\_\_\_\_

FFA articles \_\_\_\_\_ Other \_\_\_\_\_

Young-adult farmer activities \_\_\_\_\_ Number of different areas \_\_\_\_\_

Number of articles written in school newspaper \_\_\_\_\_

Number of articles written by teacher \_\_\_\_\_

Number of articles written by students \_\_\_\_\_

Number of programs given to school and community groups \_\_\_\_\_

List the different agricultural agencies that work in cooperation with vocational agricultural departments \_\_\_\_\_

## 2. Selected Trends:

2 yrs. ago	Last Year	This Year
19__	19__	19__

List civic, service, and farm organizations of which the teacher is a member \_\_\_\_\_

Number of civic organization programs in which the FFA participated \_\_\_\_\_

Number of civic organization programs in which the YFA participated \_\_\_\_\_

Number of news articles written per year \_\_\_\_\_

Number of radio and/or TV programs given \_\_\_\_\_

Number of window displays and/or demonstrations \_\_\_\_\_

## 3. Results:

Use local interviews, observations, and discussions as a basis for your appraisal of results. Evaluation Scale: 5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor.

5 4 3 2 1

- ..... 1. The program of vocational agriculture is well presented to the school and community.
- ..... 2. The program of public relations is well balanced.
- ..... 3. The public relations program is a cooperative effort.
- ..... 4. Public relations activities in vocational agriculture are closely correlated with the public relations program of the school.

5 4 3 2 1

Is there a correlated, continuous and well-organized effort to develop understanding and favorable attitudes toward the program of vocational agriculture on the part of the school and community?

Recommendations and/or Commendations



## X. SUMMARY OF THE APPRAISAL

Evaluations of the various areas of the program may be obtained from the final results at the bottom of each of the preceding pages. Record these on the scale. Draw a heavy line connecting each point. This is a profile of the appraisal.

	5	4	3	2	1	0
1. <u>Maintaining Vocational Agriculture Relationships with School Personnel</u>						
2. <u>Planning and Developing a Vocational Agriculture Program</u>						
3. <u>Organizing for Teaching</u>						
4. <u>Developing Supervised Farming Programs and Occupational Experiences</u>						
5. <u>Advising the FFA Program</u>						
6. <u>Providing Agricultural Mechanics Training</u>						
7. <u>Supervising the Young-Adult Program</u>						
8. <u>Administering Physical Facilities of the Department</u>						
9. <u>Promoting Public Relations in Vocational Agriculture</u>						

(5 - Excellent; 4 - Good; 3 - Average; 2 - Fair; 1 - Poor)

SUMMARY APPRAISAL OR COMMENTS: